

School Refusal

Christopher A. Kearney, Anne Marie Albano

Helping School Refusing Children and Their Parents Christopher Kearney, 2008-03-19 Children who miss substantial amounts of school pose one of the most vexing problems for school officials. In many cases, school personnel must assess these students and successfully help them to return to the academic setting. This can be difficult considering most school-based professionals are pressed for time and do not have access to proper resources. The information in this book can help school officials combat absenteeism and reduce overall dropout rates. Designed for guidance counselors, teachers, principals and deans, school psychologists, school-based social workers, and other school professionals, this book outlines various strategies for helping children get back to school with less distress that can easily be implemented in schools. The book describes four clinical interventions that can be used to effectively address moderate cases of absenteeism, as well as instructions for adapting these procedures for use within the school system. A chapter on assessment describes several methods for identifying school refusal behavior, including time-limited techniques for school officials who have little opportunity to conduct detailed evaluations. Worksheets for facilitating assessment are included and can easily be photocopied from the book. Other chapters provide advice for working collaboratively with parents, preventing relapse, and tackling special issues such as children with anxiety, children who take medication, and children who are victims of bullying. Topics such as poverty, homelessness, teenage pregnancy, violence, and school safety are also addressed.

School Refusal Behavior in Youth Christopher A. Kearney, 2001-01-01 Annotation Kearney, a clinical child psychologist at the U. of Nevada, Las Vegas, has written his book mainly with the school psychologist in mind. The problem of school refusal is put into a context in initial chapters which give an overview of the historical literature on school refusal behavior and describe the characteristics of these youth, while also critiquing the classification strategies employed. After introducing a functional model, Kearney summarizes treatment strategies and discusses methods for prevention as well as the reality of extreme cases. Annotation c. Book News, Inc., Portland, OR (booknews.com).

Understanding School Refusal M. S. Thambirajah, Karen J. Grandison, Louise De-Hayes, 2008 School refusal is a crippling condition in which children experience extreme anxiety or panic attacks when faced with everyday school life. This book aims to explore, raise awareness of the problem and provide plans and strategies for education, health and social care professionals for identifying and addressing this problem

Overcoming School Refusal Joanne Garfi, 2018-01-31 School refusal affects up to 5% of children and is a complex and stressful issue for the child, their family and school. The more time a child is away from school, the more difficult it is for the child to resume normal school life. If school refusal becomes an ongoing issue it can negatively impact the child's social and educational development. Psychologist Joanne Garfi spends most of her working life assisting parents, teachers, school counsellors, caseworkers, and community policing officers on how best to deal with school refusal. Now her experiences and expertise are available in this easy-to-read practical book. *Overcoming School Refusal* helps readers understand this complex issue by explaining exactly what school refusal is and provides them with a range of strategies they can use to assist children in returning to school. Areas covered include: • types of school refusers • why children refuse to go to school • symptoms • short term and long term consequences • accurate assessment • treatment options • what parents can do • what schools can do • dealing with anxious high achievers • how to help children on the autism spectrum with school refusal

Helping Your Child Overcome Separation Anxiety Or School Refusal Andrew R. Eisen, Linda B. Engler, Joshua D. Sparrow, 2006 Provides a guide on how to identify when your child's separation anxiety or school refusal is more than just a phase and offers effective tools to manage your child's anxiety.

Helping School Refusing Children and Their Parents Christopher Kearney, 2008-03-19 Children who miss substantial amounts of school pose one of the most vexing problems for school officials. In many cases, school personnel must assess these students and successfully help them to return to the academic setting. This can be difficult considering most school-based professionals are pressed for time and do not have access to proper resources. The information in this book can help school officials combat absenteeism and reduce overall dropout rates. Designed for guidance counselors, teachers, principals and deans, school psychologists, school-based social workers, and other school professionals, this book outlines various strategies for helping children get back to school with less distress that can easily be implemented in schools. The book describes four clinical interventions that can be used to effectively address moderate cases of absenteeism, as well as instructions for adapting these procedures for use within the school system. A chapter on assessment describes several methods for identifying school refusal behavior, including time-limited techniques for school officials who have little opportunity to conduct detailed evaluations. Worksheets for facilitating assessment are included and can easily be photocopied from the book. Other chapters provide advice for working collaboratively with parents, preventing relapse, and tackling special issues such as children with anxiety, children who take medication, and children who are victims of bullying. Topics such as poverty, homelessness, teenage pregnancy, violence, and school safety are also addressed.

Unwillingly to School Jack H. Kahn, Jean P. Nursten, Howard C. M. Carroll, 2014-05-20 *Unwillingly to School* discusses the neurotic problem of a phobic nature which inclines to manifest itself towards the recurring need to pass from home to the socially more structured and demanding environment of school. The book provides a clear and full explanation of the

psychoanalytic concept of personality integration, so that such perplexing behavior is better understood. The book deals with topics such as the work of the child guidance team but do not include the individual's approach of treatment, a comprehensive discussion of behavior therapy, and the role of the school in the causation of the symptoms of school phobia or truancy. One view is that school phobia is the fear of not knowing the condition of the house if the child is away. This concept is look at in detail in the text. It also considers the school regime which may not suit the child and come up with ways to correct this oversight. The book will provide useful information to psychologists, psychiatrists, paediatrician, doctors, students and researchers in the field of child psychology.

When Children Refuse School Christopher A. Kearney, Anne Marie Albano, 2007-03-29 School refusal behavior is a common and difficult problem facing parents of children and teenagers. The behavior can have severe consequences by contributing to a child's academic, social, and psychological problems. A child's absence from school can also significantly increase family conflict. If your child experiences anxiety or noncompliance about attending school and has trouble remaining in classes for an entire day, this workbook, and the corresponding Therapist Guide, can help. This Parent Workbook is designed to help you work with a qualified therapist to resolve your child's school refusal behavior. The Workbook outlines four possible treatment procedures that may be prescribed by a therapist, depending on your child's reasons for refusing school. Scientific evidence has shown these programs to be highly effective in treating youth 5-17 years old who exhibit school refusal behavior. Regardless of whether your child refuses school to relieve school-related distress, to avoid negative social situations at school, to receive attention from you or another family member, or to obtain tangible rewards outside of school, the flexible treatments described in this book will help you and your child overcome school refusal behavior. The Workbook describes what you can expect during your child's assessment and treatment and provides answers to questions you may have about the process. It also provides instructions for continuing certain aspects of the program at home, including relaxation and breathing techniques, as well as exposure exercises to decrease your child's anxiety. Instructions are also given for completing daily logbooks with your child to track progress, creating a morning routine to keep you both on schedule, and developing written contracts to enhance attendance and discourage nonattendance. With this user-friendly manual, you can take an active role in your child's successful return to school.

When Children Refuse School Christopher A. Kearney, Anne Marie Albano, 2018-07-30 Many children and teenagers refuse to attend school or have anxiety-related difficulties remaining in classes for an entire day. School refusal behavior can contribute to a child's academic, social, and psychological problems, impact a child's chances for future educational, financial, and personal success, and significantly affect family functioning. Cognitive Behavioral Therapy (CBT) has been shown to be a highly effective treatment for youth who exhibit this behavior. The third edition of *When Children Refuse School, Therapist Guide*, provides an updated multi-tiered approach model that can be used to effectively address the main

types of school refusal behavior. The Guide introduces new material on very severe and chronic cases of problematic absenteeism, including alternative educational avenues and expansion of manual procedures, for children and adults. This manual includes tools for assessing a child's reasons for school refusal behavior and is based on a functional, prescriptive model. It presents well-tested techniques arranged by function to tailor treatment to a child's particular characteristics. Each treatment package also contains a detailed discussion of special topics pertinent to treating youths with school refusal behavior, such as medication, panic attacks, and being teased. A corresponding workbook is also available for parents, who often play an important part in a child's recovery. This comprehensive program is an invaluable resource for clinicians treating school refusal behavior.

The Thriving Adolescent Louise L. Hayes, Joseph V. Ciarrochi, 2015-11-01 Adolescents face unique pressures and worries. Will they pass high school? Should they go to college? Will they find love? And what ways do they want to act in the world? The uncertainty surrounding the future can be overwhelming. Sadly, and all too often, if things don't go smoothly, adolescents will begin labeling themselves as losers, unpopular, unattractive, weird, or dumb. And, let's not forget the ubiquitous 'not good enough' story that often begins during these formative years. These labels are often carried forward throughout life. So what can you do, now, to help lighten this lifelong burden? The Thriving Adolescent offers teachers, counselors, and mental health professionals powerful techniques for working with adolescents. Based in proven-effective acceptance and commitment therapy (ACT), the skills and tips outlined in this book will help adolescents and teens manage difficult emotions, connect with their values, achieve mindfulness and vitality, and develop positive relationships with friends and family. The evidence-based practices in this book focus on developing a strong sense of self, and will give adolescents the confidence they need to make that difficult transition into adulthood. Whether it's school, family, or friend related, adolescents experience a profound level of stress, and often they lack the psychological tools to deal with stress in productive ways. The skills we impart to them now will help set the stage for a happy, healthy adulthood. If you work with adolescents or teens, this is a must-have addition to your professional library.

School Refusal Mary B. Wimmer, 2003 Concise, practical guidance on assessment and interventions associated with school refusal. Incorporates latest research findings and discusses causes, warning signs and strategies for working within school settings and communicating with parents.

When Children Refuse School: A Cognitive-Behavioral Therapy Approach - Parent Workbook Christopher A. Kearney, Anne Marie Albano, 2000 This program is a unique prescriptive model for the treatment of school refusal behavior of children ages 5 to 17. Using a two-component program, this model divides the school refusal behavior into four basic groups based on the reasons why children refuse school: avoidance of school situations that provoke general negative affectivity;

escape from aversive social/evaluative situations; attention; and positive tangible reinforcement. Use it with children who are completely absent from school, who attend but then leave school during the day, who go to school following intense morning behavioral problems, or who display unusual distress during school days leading to pleas to parents or others for future non-attendance.

When Children Refuse School Christopher A. Kearney, Anne Marie Albano, 2018-07-30 Many children and teenagers refuse to attend school or have anxiety-related difficulties remaining in classes for an entire day. School refusal behavior can contribute to a child's academic, social, and psychological problems, impact a child's chances for future educational, financial, and personal success, and significantly affect family functioning. Cognitive Behavioral Therapy (CBT) has been shown to be a highly effective treatment for youth who exhibit this behavior. The third edition of *When Children Refuse School, Therapist Guide*, provides an updated multi-tiered approach model that can be used to effectively address the main types of school refusal behavior. The Guide introduces new material on very severe and chronic cases of problematic absenteeism, including alternative educational avenues and expansion of manual procedures, for children and adults. This manual includes tools for assessing a child's reasons for school refusal behavior and is based on a functional, prescriptive model. It presents well-tested techniques arranged by function to tailor treatment to a child's particular characteristics. Each treatment package also contains a detailed discussion of special topics pertinent to treating youths with school refusal behavior, such as medication, panic attacks, and being teased. A corresponding workbook is also available for parents, who often play an important part in a child's recovery. This comprehensive program is an invaluable resource for clinicians treating school refusal behavior.

School Refusal Neville J. King, Thomas H. Ollendick, Bruce John Tonge, 1995 School attendance difficulties associated with emotional stress are the focus of this new guidebook. Written from a clinical behavioral perspective, the authors provide literature reviews on important aspects of school refusal, as well as practical guidelines for assessment and treatment. Behavioral and cognitive treatment strategies used in the management of school-refusing children are outlined with practical suggestions and clinical tips for each treatment procedure. *School and Clinical Psychologists*. A Longwood Professional Book.

School Phobia and School Refusal Tamsin Archer, Caroline Filmer-Sankey, Felicity Fletcher-Campbell, 2003

Nowhere to Hide Jerome J. Schultz, 2011-06-24 A new approach to help kids with ADHD and LD succeed in and outside the classroom This groundbreaking book addresses the consequences of the unabated stress associated with Learning disabilities and ADHD and the toxic, deleterious impact of this stress on kids' academic learning, social skills, behavior, and efficient brain functioning. Schultz draws upon three decades of work as a neuropsychologist, teacher educator, and school consultant to address this gap. This book can help change the way parents and teachers think about why kids with LD and ADHD find school and homework so toxic. It will also offer an abundant supply of practical, understandable strategies that

have been shown to reduce stress at school and at home. Offers a new way to look at why kids with ADHD/LD struggle at school Provides effective strategies to reduce stress in kids with ADHD and LD Includes helpful rating scales, checklists, and printable charts to use at school and home This important resource is written by a faculty member of Harvard Medical School in the Department of Psychiatry and former classroom teacher.

Lost at School Ross W. Greene,2014-09-30 Counsels parents and educators on how to best safeguard the interests of children with behavioral, emotional, and social challenges, in a guide that identifies the misunderstandings and practices that are contributing to a growing number of student failures.

Overcoming School Refusal Joanne Garfi,2018-01-31 School refusal affects up to 5% of children and is a complex and stressful issue for the child, their family and school. The more time a child is away from school, the more difficult it is for the child to resume normal school life. If school refusal becomes an ongoing issue it can negatively impact the child's social and educational development. Psychologist Joanne Garfi spends most of her working life assisting parents, teachers, school counsellors, caseworkers, and community policing officers on how best to deal with school refusal. Now her experiences and expertise are available in this easy-to-read practical book. Overcoming School Refusal helps readers understand this complex issue by explaining exactly what school refusal is and provides them with a range of strategies they can use to assist children in returning to school. Areas covered include: • types of school refusers • why children refuse to go to school • symptoms • short term and long term consequences • accurate assessment • treatment options • what parents can do • what schools can do • dealing with anxious high achievers • how to help children on the autism spectrum with school refusal

The Wiley-Blackwell Handbook of The Treatment of Childhood and Adolescent Anxiety Cecilia A. Essau,Thomas H. Ollendick,2012-11-26 Wiley-Blackwell Handbook of the Treatment of Childhood and Adolescent Anxiety presents a collection of readings from leading experts that reveal the most effective evidence-based interventions for the prevention and treatment of anxiety disorders in children and adolescents. Features expertise of the foremost scientist-practitioners in the field of child and adolescent anxiety Includes state-of-the art information on psychological interventions from each author Written in a clear and easy-to-follow manner for a wide audience

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